

Cole

High School
Grade 11
2007-2008

Student Introduction Letter

My name is COLE

I am 17 1/2 years old. I go to _____ High

School in _____, NH. My classes this year are:

COMPUTER LIT

PE TO PE (gym)

PE TO PE (gym)

BAND

CHOIR

PREP BOW (Prep Bow)

WROD SHOP

BAG FOODS (basic foods)

My favorite class is PE TO PE. A class
that I do not like is PREP BOW. When I
have a Prep class I receive help
from P or J.

A class I would like to take next year, would
be CHAMBER SING because I LIKE A SONG

I Work / volunteer at the following places: Stock the coolers
in the cafeteria

My closest friend at HS is R.
One thing I would really like to do once I graduate is _____

Other classes:

- Orchestra
- Explorations in math
- Guitar
- Ceramics

Cole

2007-2008

PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:42-8:26	PE Activity	PE Activity	<u>Prep</u>	PE Activity	<u>Prep</u>
8:33-9:16	<u>Prep</u>				
9:21-10:04	<u>Prep</u>	<u>Prep</u>	Choir	<u>Prep</u>	Choir
10:09-10:52	Choir	<u>In School Job</u>		<u>In School Job</u>	
10:59-12:18	Orchestra	Orchestra	<u>Prep</u>	Orchestra	<u>Prep</u>
12:23-1:06	<u>Prep</u> Computer Lit		Computer Lit		Computer Lit
1:11-1:54	Exp. In Math	Exp. In Math	Guitar 1	Exp. In Math	Guitar 1
1:59-2:42	Guitar 1 Ceramics		Ceramics		Ceramics

Classes written in blue are first semester classes only.

Classes written in red are second semester classes only.

Classes that are only a quarter are indicated by (Q) and the # 1,2,3 or 4.

Classes written in green are full year courses.

ONLY classes that are underlined are special education classes.

Portfolio Validation Form

(Complete one for the entire portfolio)

Student Name: Cole

SASID #:

Date: 3/10/2008

SAU #:

Student's Grade: 11

Team Statement:

The student's work evidenced in this portfolio accurately reflects typical instructional programming directed toward the specified standards.

Typical team participants may include: general education teacher, special education teacher, paraprofessional/instructional assistant, related service provider, parent, typical peer, etc.

Instructional Team Signatures:

> Name: P_i  Position: Case Manager/Special Ed. Teacher

Contribution to Portfolio: Designed and implemented/modified curriculum, trained staff and worked with General Ed.

> Name: J_i  Position: Speech pathologist

Contribution to Portfolio: Designed and implemented speech/language curriculum

> Name: K  Position: Educational Assistant

Contribution to Portfolio: On site job coach. Assistance on assignments to do in prep

> Name: J_i  Position: Educational Assistant

Contribution to Portfolio: Implemented/Modified curriculum, measured progress for NH Plant and Animal Program

> Name: E_i  Position: Educational Assistant

Contribution to Portfolio: Implemented curriculum and measured progress for math

> Name: C_i  Position: Educational Assistant

Contribution to Portfolio: Implement / Modified curriculum and measured progress for Computer Lit.

> Name: S_i  Position: Educational Assistant

Contribution to Portfolio: Implemented / Modified curriculum and measured progress for physical education

> Name: H  Position: Educational Assistant

Contribution to Portfolio: Implemented / Modified curriculum and measured progress for ceramics and music classes

Statement of School Principal/General Curriculum Supervisor:

I verify that I have reviewed the portfolio of (student): Cole Parker
and have found it to be complete and ready for submission to Statewide Assessment.

, in Grade 11

Principal's Signature: 

Date: May 2, 2008

Parent/Guardian Portfolio Review Statement

Name of student (please print) Cole

I, (please print) S, have reviewed my child's work that is contained in this portfolio. My child's teacher, (please print) P, has actively engaged me in this review process and has explained the contents of my child's portfolio appropriately. I believe this portfolio does/does not (circle one) reflect my child's current level of progress.

Comments:

Date

4/4/08

Parent/Guardian Signature

J

Date

4/4/08

Teacher Sig

P

Schools are responsible for seeking parent/guardian review of the completed portfolio. If the school is unable to obtain parent/guardian review of the portfolio and signature, the school must document all attempts to obtain this review, and a school representative must sign below.

Date

Signature and Title

Documentation of attempts to obtain review and signature must be kept in the school records.

Video, Audiotape, and Photo Permission Form

(This form is not required to be included in the portfolio.

It should be signed and kept in the student's school file.)

I give permission for the (please print) High school to photograph
or video- or audiotape my son/daughter, (print name) Cole

I understand that this will be included in my son/daughter's state assessment and will be used for
educational purposes only.

[Signature]
Parent/Guardian Signature

4/4/08
Date



Dr. Lyonel B. Tracy
COMMISSIONER
Tel. 603-271-3144

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
101 Pleasant Street
Concord, N.H. 03301
FAX 603-271-1953
Citizens Services Line 1-800-339-9900

Informed Consent and Permission to Use Portfolio Materials for Training Purposes

Dear Parent or Guardian:

Materials from the New Hampshire Alternate Assessment portfolio submitted for your child, (please print) Cole, might be selected to be included in the Teacher Training Manual. This material may also be used for future manuals or other materials designed for training purposes. If chosen, the selection recognizes effort made by your child and the efforts of the lead implementer responsible for compiling the evidence for the New Hampshire Alternate Assessment. Before we can include your child's material, we require your permission. Please review the permission form below and sign in the designated place to indicate your decision regarding use of your child's material.

I, (please print) S, am the parent or legal guardian of (please print) Cole. In this capacity, I grant the New Hampshire Department of Education permission to use the following material(s) from my child's New Hampshire Alternate Assessment portfolio.

Please check to indicate your consent for each individual type of portfolio evidence:

- ☒ paper products (personal identifiable information, such as last name, school name, etc., will be removed)
- ☒ pictures (face will be blanked out)
- ☐ audiotapes
- ☐ videotapes

☐ I do not give consent.

I acknowledge this material can be used for the express purpose of training other educators, parents, or related service providers to either compile or score an Alternate Assessment portfolio.

J
Signature of Parent/Guardian

4/4/08
Date

(Grades 4, 8 and 11)

Grade: 11

Content Standard:

Student will demonstrate an increasing understanding of how the scientific enterprise operates.

Student Performance and Progress: ONE Measurable Targeted Skill:

Cole will read/interpret/create graphs, charts, tables that contain scientific data with 90% accuracy

Explain how the targeted skill is connected to the Content Standard:

Cole will learn to read and create charts and graphs. He will gain a basic understanding of how science is a part of our everyday lives and is used in a variety of settings.

The following can be used as the Table of Contents for this entry:

Chart, graph or data collection form to show progress over all three data collection periods with 3 Data Points for each period. Each Data Point should represent a specific date within the period.

Pg. 12

Collection period I - September 17 - November 16, 2007

Two Student Work Samples

Pgs. 13-14

One Self-Determination Worksheet connected to one of the Work Samples

Pg. 15

Collection Period II - November 19, 2007 - February 1, 2008

Two Student Work Samples

Pgs. 17-18

One Self-Determination Worksheet connected to one of the Work Samples

Pg. 19

Collection Period III - February 4 - April 18, 2008

Two Student Work Samples

Pgs. 21-22

One Self-Determination Worksheet connected to one of the Work Samples

Pg. 23

The following information must be recorded directly on each piece of evidence:

- * Student's name and date of activity
- * Accuracy of performance
- * Cues, prompts or other assistance required by the student to complete the task
- * Setting in which the activity occurred
- * People who interacted and/or assisted the student in the activity

Evidence for this entry should follow this Entry Cover Sheet in chronological order.

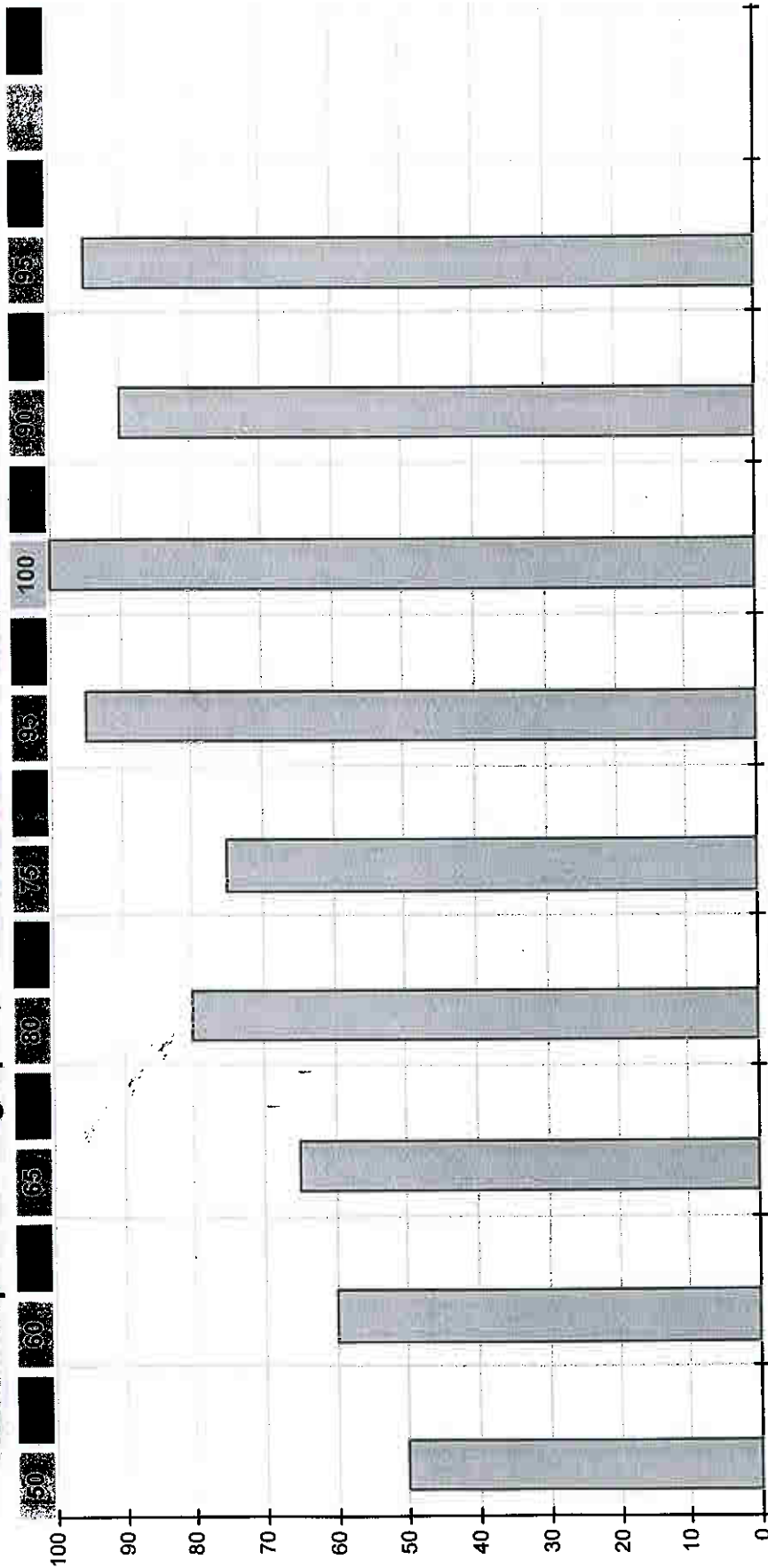
Student Name: Cole

SASID #

SAU #

Grade: 11

Read/interpret/create graphs, charts, tables containing scientific data with 90% accuracy



Date

Brief

Description
of Data

9/19/2007	use the concept monitor, read/interpret the charts and graphs to answer the questions about the weather
10/10/2007	Read the chart on sports teams and determine who had the top three scores and who had the bottom three scores last season
10/24/2007	Measure 5 classmates and document their heights by creating a graph showing shortest to tallest
11/29/2007	Use the concord Monitor to complete the graph provided, answer the questions that follow
12/19/2007	Take the data collected from the last four classes and create a chart showing if the weather temp increased or decreased predict the next temp
1/9/2008	Use data collected from previous assignments to create a graph showing a 3 month analysis of our weather
2/14/2008	Read the charts and graphs to answer the questions
3/1/2008	The class was divided into 3 groups by picking 1 of 3 topics, they created pie charts predicting the outcome then a final chart showing the actual percents
3/25/2008	Survey activity: Interview classmates on what their favorite things might be, document info in the provided graphs, tables, charts

Key

assignment accuracy

Comments:

Cole

Name: CO Date: SEP 19 2007

Location: PROM 2080

Instrument / materials used: CONCORD MONITOR

50%

1. What is the high temperature in Baltimore? 76

2. What is the low temperature in New York City? 64

X. What is the Outlook in Washington DC _____

4. What will the UV index be today at noon in Concord? 5

Student Name: Cole Parker		Date: 9/19/2007
Content Area: Science 1		
Work Sample: 1		
Data Collection Period: I	Setting: Access Prep	
Activity Description: Use the Concord Monitor, locate the charts and graphs about the daily weather. Answer the questions provided.		
Student's Performance Relative to the Targeted Skill: Cole completed the assignment with a accuracy of 50%		
Supports: Cole worked with his Special Ed. Teacher. Concord Monitor, visual and verbal cues, scissors, group seating, modified curriculum		

Name: Cole

Date: 10/24/07

65%

Choose 5 people in your class to measure. What will you need to find out their height? T

Document your answers below. First name, and height. Then create a bar graph showing shortest to tallest.

-10

Name

Height

1.

J.

6' 6"

5' 4"

5' 8"

Student Name: Cole		Date: 10/24/2007
Content Area: Science 1		
Work Sample: 2		
Data Collection Period: I	Setting: Physical Education	
Activity Description: Choose five people in your class and document how tall they are. Then create a bar graph of the information from shortest to tallest.		
Student's Performance Relative to the Targeted Skill: Cole did a great job measuring his classmates. Cole did not label the graph correctly but did fill in the chart from shortest to tallest. His accuracy was a 65%		
Supports: Educational Assistant, typical peers volunteered to participate in the activity, modified curriculum, manipulatives, scientific tools		

Self Determination Form

Name: COLE

When: 10/24/2007

What will you do?



Science



PREP



Music



Math



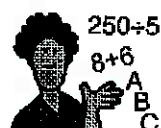
Work

Other: Physical Science

I choose to work with...



a friend



a teacher



just me

What will you need?



Flash Cards



Book



Paper & Pencil

How did you do?



Great!

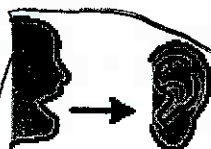


OK

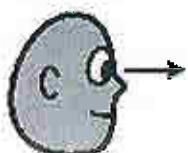


Not so good

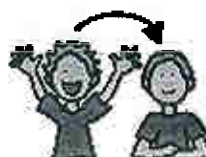
How can I do it better next time?



listen to
the teacher



look at what
I am doing



Stay Calm

80%

Name: Cole

Date: 11-29-2007

Fill in the missing information by using the Concord Monitor

Today's UV index

Locate the information and fill in the chart below

Bar Graph

8	8	8	8	8
6	6	6	6	6
4	4	4	4	4
2 <u>X 0</u>	2 <u>X 1</u>	2 <u>X 2</u>	2 <u>X 3</u>	2 <u>X 1</u>
<u>8 am</u>	<u>10 am</u>	<u>NOON</u>	<u>2 pm</u>	<u>4 pm</u>

What time was the UV at its highest? 2 pm

What time was the UV at its lowest? 8 am

Student Name: Cole		Date: 11/29/2007
Content Area: Science 1		
Work Sample: 1		
Data Collection Period: II	Setting: Access Prep	
Activity Description: Fill in the missing information by using any of the provided Concord Monitors.		
Student's Performance Relative to the Targeted Skill: Coles accuracy was a 80%. He did not complete the bar graphs he only wrote in the numbers		
Supports: Educational assistant, concord monitor, internet, modified curriculum, prepered seating		

80%

Name: _____

Date: 11-29-2007

Fill in the missing information by using the Concord Monitor

Today's UV index

Locate the information and fill in the chart below

Bar Graph

8	8	8	8	8
6	6	6	6	6
4	4	4	4	4
2	2	2	2	2
8 am	10 am	NOON	2 pm	4 pm

What time was the UV at its highest? 2 pm

What time was the UV at its lowest? 8 am

Would you rather have a high or low UV? low

High Temp / Low Temp

Locate the temps and mark them with a dot once you are done you can connect the high temps with one line and the low temps with another line.

40 +	60	59	59	High
30				
20				
0-10				Low
Temps	Yesterdays Temperature	Today's Temperature	Tomorrows Temperature	Predict next Temperature

Which day had the highest temperature? Yesterday

Which temps were more consistent, the high or low temps? High

What was the consistent temperature? 40+

What was your prediction for the next set of temps? 40+

Student Name: Cole		Date: 1/9/2008
Content Area: Science 1		
Work Sample: 2		
Data Collection Period: II	Setting: Math	
Activity Description: Do a three month comparison of our past weather. Choose one paper from September, October and November, then create a chart showing the high and low temperature. Answer the questions that follow.		
Student's Performance Relative to the Targeted Skill: Cole did a great job labeling his chart. His accuracy was a 95%		
Supports: Concord Monitor, scissors, modified curriculum, verbal cues from educational assistant, preferred seating		

Science

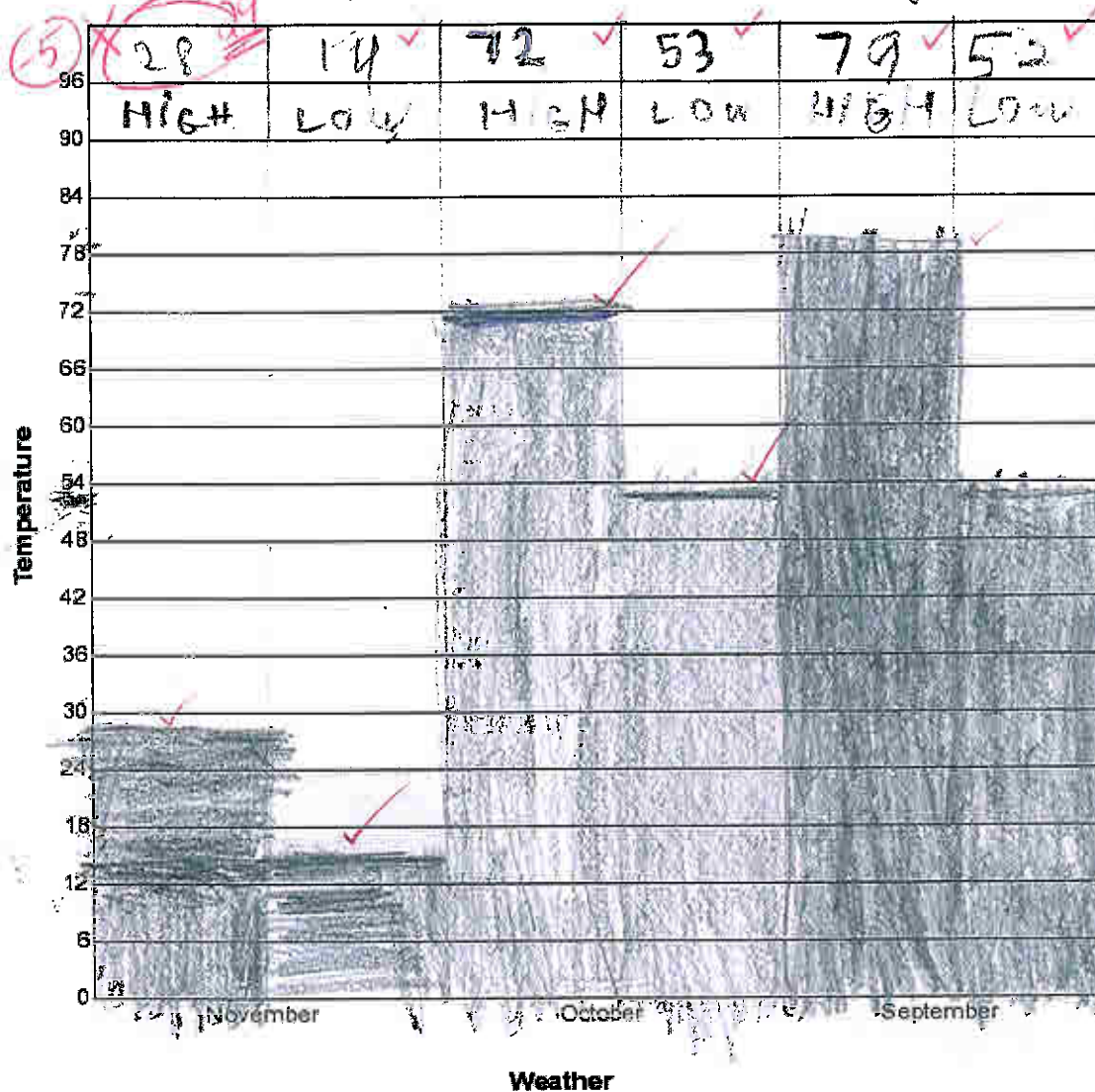
Name COLE



Date 1/9/08

Create a bar graph table each one high and low.

Look at Today's Real Feel section record the highest temp and the lowest.



which month has the highest temp? SEPTEMBER

which month had the lowest temp? NOVEMBER

Bonus what is the average temp for all 3 months?

High = ? Low = ?

high? 6 242 40° Low?

Self Determination Form

Name: COLE

When: 1/9/2008

What will you do?



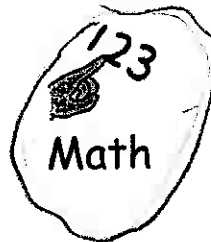
Science



PREP



Music



Math



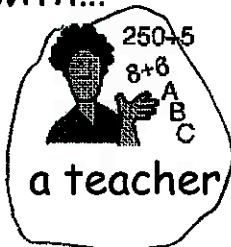
Work

Other: _____

I choose to work with...



a friend



a teacher



just me

What will you need?



Flash Cards



Book



Paper & Pencil

How did you do?



Great!

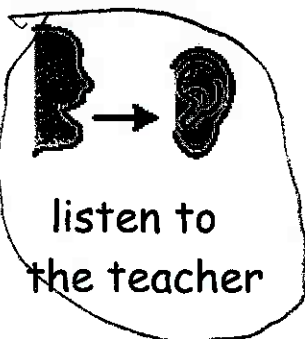


OK

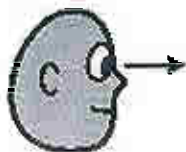


Not so good

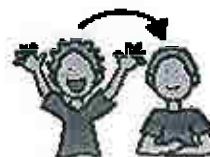
How can I do it better next time?



listen to
the teacher



look at what
I am doing



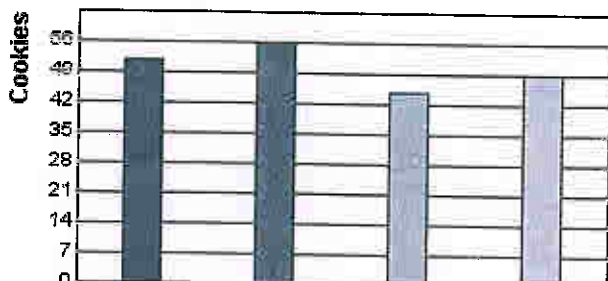
Stay Calm

Cole
2/14/08

100%

Complete.

6. Number of cookies eaten



a. If each student in Mr. Garcia's class ate exactly 2 cookies, how many students are in that class?

28

b. How many classes ate more than 56 cookies?

Student Name: Cole

Date: 2/14/2008

Content Area: Science 1

Work Sample: 1

Data Collection Period:

III

Setting: Computer Lit

Activity Description:

Read the bar graphs and answer the following questions

Student's Performance Relative to the Targeted Skill:

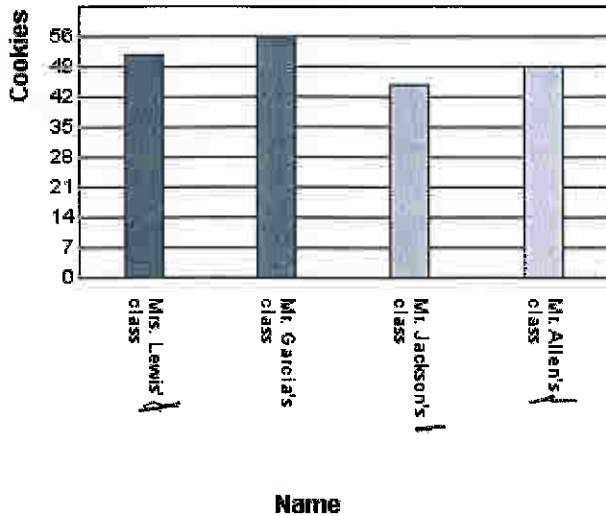
Cole did a great job his accuracy was a 100%

Supports:

Cole worked with a typical peer on the assignment, they discussed the graph and checked their work, verbal cues, modified curriculum

Complete.

6. Number of cookies eaten



a. If each student in Mr. Garcia's class ate exactly 2 cookies, how many students are in that class?

28

b. How many classes ate more than 56 cookies?

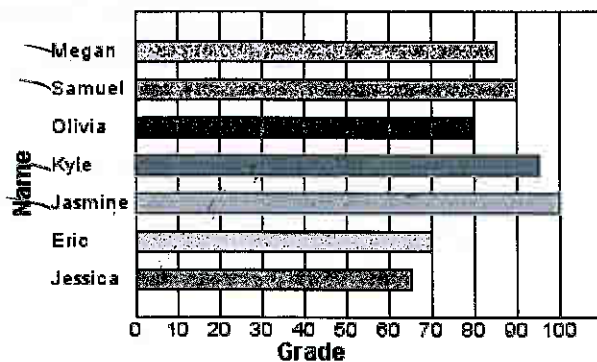
NONE

c. Which class or classes ate fewer than 52 cookies?

LEWIS JACKSON ALLEN

Complete.

7. Grades on a math test



a. Who had the highest grade?

JASMINE

b. Which student(s) had a grade of at least 85?

MEGAN SAMUEL KYLE JASMINE

Name Cole

Math Explorations

Date

3/25/08

Take a survey. Ask your classmates which of these things is their favorite.
 Fill in the tally table to show their answers.
 Complete the graphs to show the results.

Favorite Soda

Names of soda	Tally	Number of people
Pepsi		4
Sprite		5
Root Beer		2
Grape		1
Mountain Dew		0

Student Name: Cole

Date: 3/25/2008

Content Area: Science 1

Work Sample: 2

Data Collection
Period:

III

Setting: Math

Activity Description:

Do a survey with your classmates on favorite sodas. document your results and create a chart or graph

Student's Performance Relative to the Targeted Skill:

Coles accuracy on the graph was a 100%. His grade for the over all assignment was a 95%

Supports:

Typical peers participated in the survey, modified curriculum, calculator

95%

Math Explorations

Name

Cole



Date

3/25/08

Take a survey. Ask your classmates which of these things is their favorite.

Fill in the tally table to show their answers.

Complete the graphs to show the results.

Favorite Soda

Names of soda	Tally	Number of people
Pepsi		4
Sprite		5
Root Beer		2
Grape		1
Mountain Dew		8

1. What is the most popular snack?

MOUNTAIN DEW

2. Please choose one.

MOUNTAIN DEW

3. How many more people chose Grape than chose Mountain Dew?

$$\begin{array}{r} 1 \\ 7 \\ - 0 \\ \hline 7 \end{array}$$

4. How many people answered the survey? With calculator

20

5. How many fewer people chose Root Beer than chose Pepsi?

$$\begin{array}{r} 4 \\ 2 \\ - 2 \\ \hline 2 \end{array}$$

6. What is your favorite soda.

MOUNTAIN DEW

7. What is the least popular snack?

GRAPE

Math Explorations

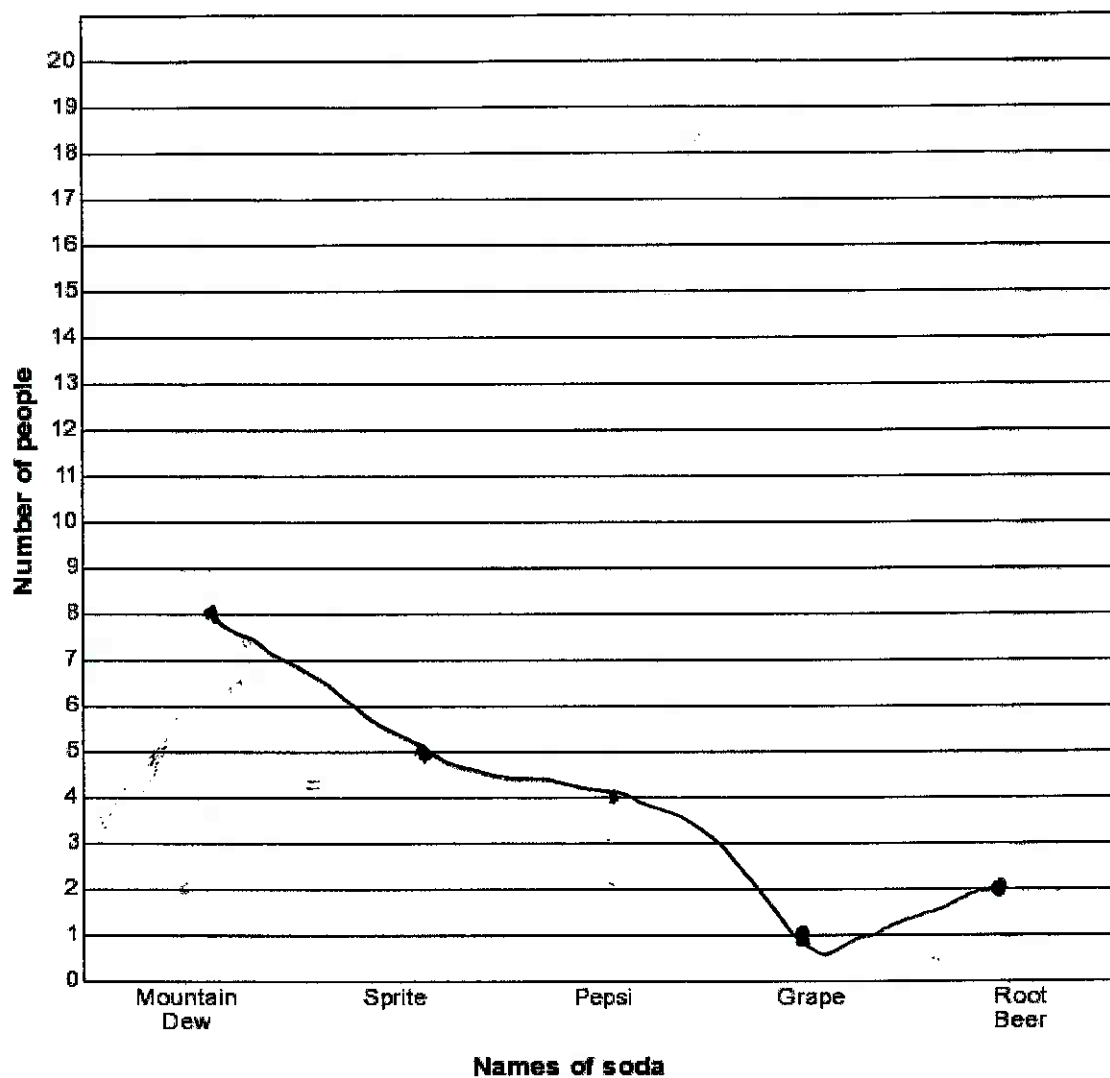
Name

COLE



Date

100%

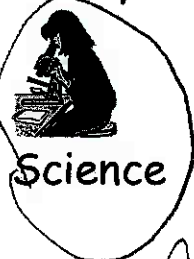


Self Determination Form

Name: COLE

When: 2/14/2008

What will you do?



Science



PREP



Music



Math



Work

Other: Computer Lit

I choose to work with...



a friend



a teacher



just me

What will you need?



Flash Cards



Book



Paper & Pencil

How did you do?



Great!

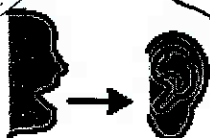


OK

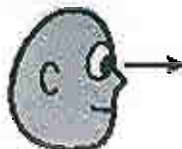


Not so good

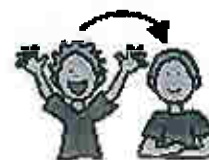
How can I do it better next time?



listen to
the teacher



look at what
I am doing



Stay Calm

Entry Cover Sheet #2
Science Choice
(Grades 4, 8 and 11)

Student Name: Cole **SASID #** **SAU #** **Grade:** 11

Content Standard:

Student will demonstrate an increasing ability to recognize parts of any object or system, and understand how parts interrelate in the operation of that object or system.

Student Performance and Progress: ONE Measurable Targeted Skill:

Cole will identify/study animals and/or plants native to New Hampshire that live together in one ecosystem with 90% accuracy.

Explain how the targeted skill is connected to the Content Standard:

Cole will study and complete assignments related to NH animals and plants. He will gain a better understanding of where each one can be found and the roles it might play.

The following can be used as the Table of Contents for this entry:

Chart, graph or data collection form to show progress over all three data collection periods with 3 Data Points for each period. Each Data Point should represent a specific date within the period. Pg. 26

Collection period I - September 17 - November 16, 2007

Two Student Work Samples Pgs. 27-28

One Self-Determination Worksheet connected to one of the Work Samples Pg. 29

Collection Period II - November 19, 2007 - February 1, 2008

Two Student Work Samples Pgs. 31-32

One Self-Determination Worksheet connected to one of the Work Samples Pg. 33

Collection Period III - February 4 - April 18, 2008

Two Student Work Samples Pgs. 35-36

One Self-Determination Worksheet connected to one of the Work Samples Pg. 37

The following information must be recorded directly on each piece of evidence:

- * Student's name and date of activity
- * Accuracy of performance
- * Cues, prompts or other assistance required by the student to complete the task
- * Setting in which the activity occurred
- * People who interacted and/or assisted the student in the activity

Evidence for this entry should follow this Entry Cover Sheet in chronological order.

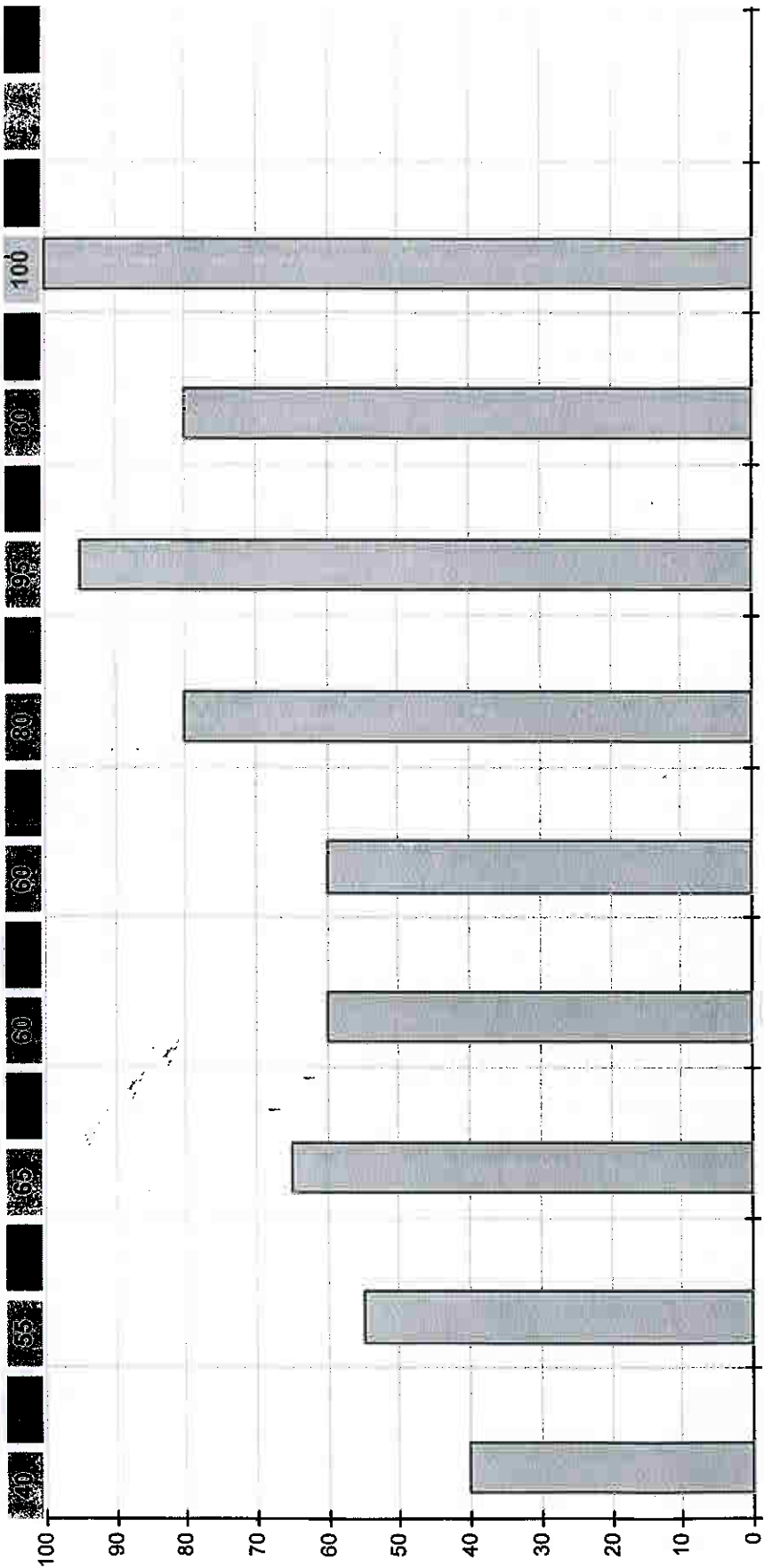
Student Name: Cole

SASID #

SAU #

Grade: 11

Identify/study animals and/or plants native to NH living in one ecosystem with 90% accuracy



Date

Brief

Description of Data

- 9/27/2007 Pre-test: Identify where the animals live, multiple choice
- 10/25/2007 Draw a line from each plant to the correct location, each location should have a total of two plants
- 11/13/2007 Read/Listen to the story about beavers, answer the questions that follow
- 11/27/2007 Pick 2 animals 2 birds and 2 plants from one ecosystem, use the internet to learn one new fact about each
- 12/13/2007 Quiz: The NH white tailed deer, multiple choice
- 1/24/2008 Type the names of the following animals and paste it under the correct picture
- 2/15/2008 Type up 20 different plants or animals you have studied that are native to NH
- 3/14/2008 follow along to the story about birds, look at all the pictures and answer the questions that follow, use for your bird watch
- 4/10/2008 Outdoor activity, Bird watch, identify any birds you see, extra credit to identify plants or animals studied

Key

assignment accuracy

Comments:

Name: COLE Date: 9/27/07

Write down where these ten different animals would be found.
Use the word bank for clues. Each is worth 10 points

(40%)

woodland (#1)	Farm and Field (#2)	Swamp (#3)
------------------	------------------------	---------------

1. White Tailed Deer 1

2. Barred Owl 3 woodland

3. Mink 2 Swamp

4. Porcupine 1

5. Chinmunk 3 woodland

Student Name: Cole		Date: 9/27/2007
Content Area: Science 2		
Work Sample: 1		
Data Collection Period: I	Setting: Library (NH plant and animal program)	
Activity Description: Pre-test. Students were asked to identify where the ten animals listed on the work sheet would live, multiple choice.		
Student's Performance Relative to the Targeted Skill: Cole had a good idea what each of the animals were. His accuracy on where the animals might live was a 40%		
Supports: Cole worked with his educational assistant, modified curriculum, teacher made materials, minimal verbal cues, quiet setting		

Name: COLE Date: 9/27/07

Write down where these ten different animals would be found.
Use the word bank for clues. Each is worth 10 points

woodland (#1)	Farm and Field (#2)	Swamp (#6)
------------------	------------------------	---------------

(40%)

1. White Tailed Deer 1
2. Barred Owl 3 woodland
3. Mink 2 Swamp
4. Porcupine 1
5. Chipmunk 3 woodland
6. Gray Squirrel 2 woodland
7. Red Squirrel 1
8. Woodchuck 1 farm and field
9. Cardinal 3 farm and field
10. Blue Jay 2

Name

Cole



Date

11/13/07

Beavers

65% good job

<p>1. Which of the following statements about beavers is true?</p> <p><input checked="" type="radio"/> A Beavers cannot see underwater.</p> <p><input type="radio"/> B Without exception, all beavers build and live in lodges.</p> <p><input type="radio"/> C Beavers are solitary animals.</p> <p><input type="radio"/> D Beavers build dams with tree branches, stones, and mud.</p>	<p>2. Which of the following statements about beavers' teeth is correct?</p> <p><input type="radio"/> A Beavers have four strong molar teeth that never cease growing.</p> <p><input type="radio"/> B Beavers use their teeth to cut down trees.</p> <p><input type="radio"/> C Beavers replace their teeth once a year around March.</p> <p><input type="radio"/> D Beavers' teeth are behind their lips.</p>
<p>3. Beavers' hind feet are webbed.</p> <p><input type="radio"/> A False</p> <p><input checked="" type="radio"/> B True</p>	<p>4. Which of the following best describes a beaver lodge?</p> <p><input type="radio"/> A It has only one entrance.</p> <p><input type="radio"/> B It has a central room that is</p>

Student Name: Cole

Date: 11/13/2007

Content Area: Science 2

Work Sample: 2

Data Collection Period:

I

Setting: Access Prep (Mr. B. Reading Group)

Activity Description:

Read and listen to the story about Beavers. Answer the questions that follow.

Student's Performance Relative to the Targeted Skill:

Cole read three of the paragraphs, he answered 6.5 of the 10 questions correct with an accuracy of 65%

Supports:

Cole worked with his Special Education Teacher and a small group of peers, modified curriculum, verbal cues, a review of the story to locate answers

6.5/10

Name

Cole



edHelper.com

Date

11/13/07

Beavers

65% good job

11/12

Which of the following statements about beavers is true?

- ☐ A Beavers cannot see underwater.
- ☒ B Without exception, all beavers build and live in lodges.
- ☐ C Beavers are solitary animals.
- ☒ D Beavers build dams with tree branches, stones, and mud.

3. Beavers' hind feet are webbed.

- ☐ A False
- ☒ B True

2. Which of the following statements about beavers' teeth is correct?

- ☐ A Beavers have four strong molar teeth that never cease growing.
- ☒ B Beavers use their teeth to cut down trees.
- ☐ C Beavers replace their teeth once a year around March.
- ☐ D Beavers' teeth are behind their lips.

4. Which of the following best describes a beaver lodge?

- ☐ A It has only one entrance.
- ☒ B It has a central room that is below the water surface.
- ☐ C It has several entrances that are easily accessible from land.
- ☐ D It has a central room that stands a little above the water level.

Self Determination Form

Name: COLE

When: 11/13/2007

What will you do?



+



Other: Reading Group

I choose to work with...



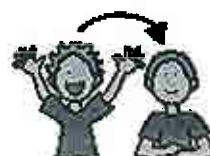
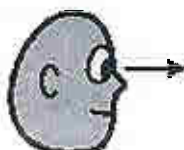
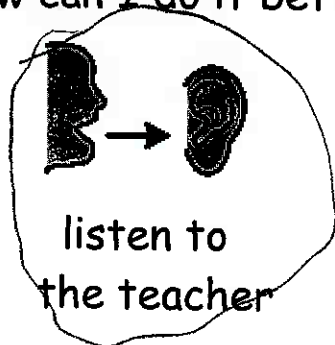
What will you need?



How did you do?



How can I do it better next time?



Name: COLE

Date: 12-13-2007

Pretest 60%

QUIZ: NH WHITE-TAILED DEER

Use the words below to answer the following questions:

~~doe~~ ~~buck~~ ~~fawn~~ ~~antlers~~ ~~snort~~

1. A spotted baby deer is called a fawn.

Student Name: Cole		Date: 12/13/2007
Content Area: Science 2		
Work Sample: 1		
Data Collection Period: II	Setting: NH plant and animal program	
Activity Description: Quiz: NH White-Tailed Deer		
Student's Performance Relative to the Targeted Skill: Cole was given a number of questions with multiple choice answers, his accuracy on the quiz was a 60%		
Supports: Cole worked in a quiet setting with his educational assistant, The group reviewed notes before the quiz, a typical peer read the questions out loud with Cole and discussed possible answers.		

Name: COLE

Date: 12-13-2007

Pretest 60%

QUIZ: NH WHITE-TAILED DEER

Use the words below to answer the following questions:

~~doe~~ ~~buck~~ ~~fawn~~ ~~antlers~~ ~~snort~~

1. A spotted baby deer is called a fawn.

Snort X 2. A Buck is the sound deer make when frightened.

3. A female deer is called a DOE.

4. A buck's antlers will start to grow in the spring, grow larger all summer, and fall off every winter.

buck X 5. A male deer is called a SNORT.

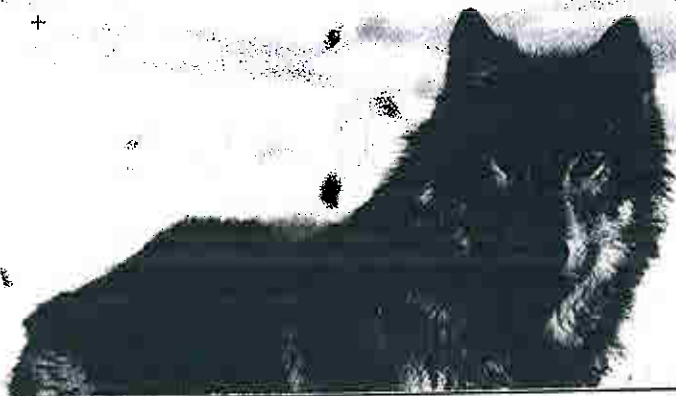
Name:

Cole

1/24/08

Cut and paste the animals
name under the picture.

(80% 4/5) (U)



Student Name: Cole

Date: 1/24/2008

Content Area: Science 2

Work Sample: 2

**Data Collection
Period:**

II

Setting: Computer Lit

Activity Description:

Type out the names of the following animals, cut them out and paste the name under the correct picture

Student's Performance Relative to the Targeted Skill:

Cole correctly typed 4 of the 5 animals and placed the names in the right spot. Coles accuracy was a 80%

Supports:

Computer, scissors, glue, minimal verbal cues from a typical peer for correct spelling and spell check, modified curriculum, teacher made materials

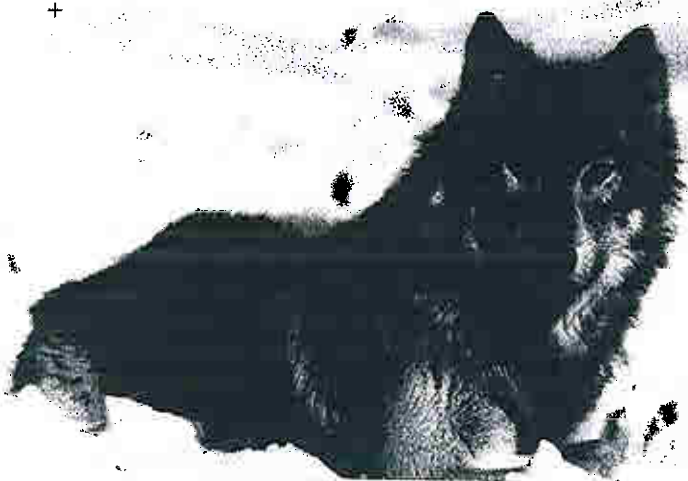
Name: _____

1/24/08

Coler

Cut and paste the animals
name under the picture.

(80% 4/5) (U)



Wolf



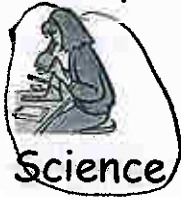
Bobcat

Self Determination Form

Name: COLE

When: 12/13/2007

What will you do?

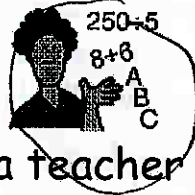


Other: NH Plant & Animal Program

I choose to work with...



a friend

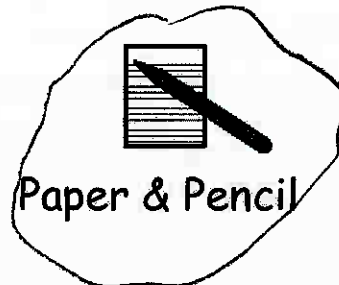
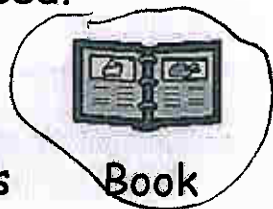


just me

What will you need?



Flash Cards



How did you do?



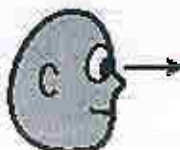
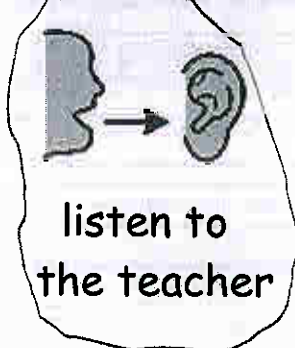
Great!



OK



How can I do it better next time?



look at what
I am doing



Stay Calm

Name: COLE

Date: February 15, 2008

95%

Name twenty different plants or animals that are native to New Hampshire.

1. AMERICAN BEECH
2. SUGAR MAPLE
3. YORROW
4. TIMOTHY HAY
5. BARRED OWL
6. PORCUPINE
7. CARDINAL
8. WOOD CHUCK
9. BLUE JAY

Student Name: Cole		Date: 2/15/2008
Content Area: Science 2		
Work Sample: 1		
Data Collection Period: III	Setting: Computer Lit	
Activity Description: Type up twenty different plants or animals that are native to NH		
Student's Performance Relative to the Targeted Skill: Cole did a great job his accuracy was a 95%		
Supports: Teacher made materials, notes, pictures, typical peer helped Cole search the internet for answers, modified curriculum, preferred seating		

Name:


COLE

Date:

February 15, 2008

95%

Name twenty different plants or animals that are native to New Hampshire.

1. ^{Birch} AMERICAN BEECH
2. SUGARMAPLE
3. YARROW
4. TIMOTHY HAY
5. BARRED OWL
6. PORCUPINE
7. CARDINAL
8. WOOD CHUCK
9. BLUE JAY
10. JACK IN THE PULPIT
11. RED SQUIRREL
12. GRAYSQUIRREL
13. MINK
14. POPLAR
15. EASTERN HEMLOCK
16. RED OAK
17. CHIPMUNK
18. WHITE TAILED DEER
19. WHITE PINE
20. 



A review
of what
to look
for, birds,
nests etc.

← Cole, his
teacher
and his
group of
peers



Date: 4/10/2008

Student Name: Cole

Content Area: Science 2

Work Sample: 2

Data Collection
Period:
III

Setting: Outdoor Activity (NH Plant and Animal Program)

Activity Description:

Go around the school for a bird watch. Make a list of the different birds you see. As a bonus students could list any plants or animals they see that they have been studying this year.

Student's Performance Relative to the Targeted Skill:

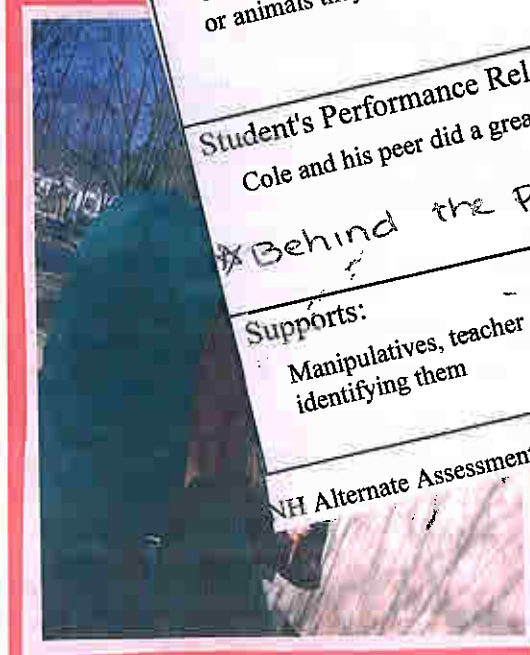
Cole and his peer did a great job they correctly identified a number of items, his accuracy was a 100%

* Behind the pictures are work samples, checklist and questions.

Supports:

Manipulatives, teacher made materials, scientific tools, verbal cues, a typical peer assisted with locating birds and identifying them

NH Alternate Assessment 2007-2008



* Cole has his work sample
a check list of things to look for
and questions to think about
behind this page.



→ A review of what to look for, Birds, nests etc

← Cole, his teacher and his group of peers



Cole
4/11/08
100%

→ A good place for birds to live



← Cole and his Peer together listening to the teacher talk about the bird they just saw.



← Cole's peer helping him use the binoculars to look at a bird house

→ This is the tree that the blue and red tailed hawk were fighting over territory.



* Cole has his work sample
a check list of things to look for
and questions to think about
behind this page.

✓ Cole found
the first nest ☺
Made of: sticks, branches, leaves

Identified as
Robins nest

herd a
• Chickadee
• cardinal

Also found grey
squirrel nest &

EARLY SPRING BIRD WATCH

CONCORD HIGH SCHOOL VICINITY
CONCORD, NH

NAME: Cole

DATE: April 10th 08

Name of Bird	Description of Bird	Description of Habitat
--------------	---------------------	------------------------

Pigeon • Lives here in winter	medium sized blue-ish grey	city building tops • was on the CHS building
house Sparrow	dark colored light bellies	lives in bunches • out front of CHS

Crow lives here in the winter too	black	city / fields
--------------------------------------	-------	---------------

The Hawk
was fighting
with the crow
over territory

Red tailed hawk	red tail grey	tall trees
--------------------	------------------	---------------

Cardinal (herd one)	Red	bushes fields
------------------------	-----	------------------

Turkey Vulture	Red head	Flying Far in the distance
-------------------	-------------	-------------------------------

Seagul live here in winter too	white black	dumps beaches
--------------------------------------	-------------	------------------

NEW HAMPSHIRE BIRDS

Vocabulary

1. native species
2. migratory
3. habitat
4. binoculars
5. field guide

Birds We Will Probably See/Hear

- ✓ 1. Pigeon - saw
2. Phoebe
- ✓ 3. House Sparrow - saw
- ✓ 4. Cardinal - herd
- ✓ 5. Robin - nest
6. Starling
- ✓ 7. Chickadee - herd

Birds We Might See/Hear

- ✓ 1. Crow - saw
- ✓ 2. Seagull - saw
- ✓ 3. Warbler - saw
4. Mockingbird
5. Canadian Goose
6. Blue Jay

Birds We Would Be Lucky to See/Hear

- ✓ 1. Red-tailed Hawk - saw
2. Mallard Duck
3. Nighthawk
4. Cedar Waxwing
- ✓ 5. Turkey Vulture - saw
6. Evening Grosbeak

Other things we saw

- ✓ 1. Gray Squirrel Day Sleeping Nest
- ✓ 2. Bat House
- ✓ 3. Hemlock Tree I. D.
- ✓ 4. Twig Observation - growth + lenticels

Subjects we went over while on the bird watch.

QUESTIONS TO THINK ABOUT

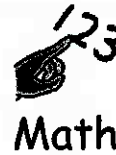
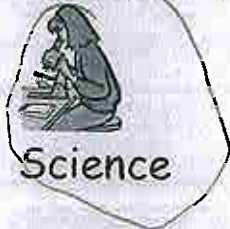
1. Why do some birds migrate (go South) for the winter months ?
2. How do birds stay warm in winter ?
3. What adaptations do birds have that allow them to fly ?
4. What do birds in the city use for nest building ?
5. What do birds eat ?
6. Why do birds sing more in the Spring ?
7. Why are male and female birds of the same species sometimes colored differently ?
8. How can you help a baby bird that has fallen out of its nest ?
9. Is there help available for injured birds ?
10. What is a "Life List" ?

Self Determination Form

Name: COLE

When: 4/10/08

What will you do?

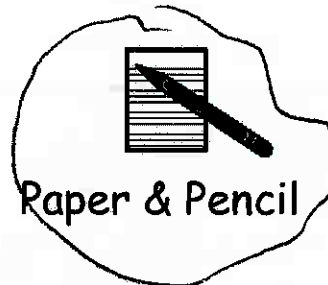
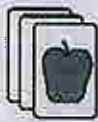


Other: out door Activity

I choose to work with...



What will you need?



How did you do?



How can I do it better next time?

